

INVASION!

| MAIN FOCUS | | | |
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| Programme Of Study | DO/GO/MEET/READ (Experiences) | MAKE/PRODUCE (Outcomes) | What do you notice?/ASSESSMENT |
| <p>History</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> - Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] - The lives of significant individuals in the past who have contributed to national and international achievements. - significant historical events, people and places in their own locality. <p>English</p> <p>Reading</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently - Discussing the sequence of events in books and how items of information are related - Being introduced to non-fiction books that are structured in different ways - Recognising simple recurring literary language in stories and poetry - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary | <p><u>Key texts</u></p> <p>The secret of Vesuvius</p> <p>Escape from Pompeii</p> <p>The Roman Army</p> <p><u>Visits</u></p> <p>Visit Fishbourne Roman Palace</p> <p>Roman Banquet Day</p> <p><u>Experiences</u></p> <p>Drama workshops</p> <p>Examples of persuasive texts e.g. adverts.</p> <p>Non-fiction texts.</p> <p>Roman artwork.</p> <p>Read a range of traditional tales, myths and legends.</p> | <p>Make a Roman Museum with a range of exhibits (written, made, photographed, acted)</p> <p>Write in role in a range of forms (including persuasive, poetry, non-fiction, instructional) with a particular focus on adjusting the style for the audience and purpose.</p> <p>Write a persuasive text for the Roman Army.</p> | <p>They will have an understanding of what invasion means to them personally, in their locality, in their country and in the wider world.</p> <p>They will be able to demonstrate key knowledge about the legacy of the Romans</p> <p>They will be able to gather and use writer's tools from key texts when writing themselves.</p> <p>They will be able to use their historical knowledge to create particular effects in their writing</p> <p>Children will automatically be proof reading their writing and making changes.</p> <p>Children will consider making changes to their work in order to improve the effect it has on the reader.</p> |

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| <p>- Discussing their favourite words and phrases</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none">- Drawing on what they already know or on background information and vocabulary provided by the teacher- Making inferences on the basis of what is being said and done- Answering and asking questions- Predicting what might happen on the basis of what has been read so far- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves <p>Writing - composition</p> <p>Pupils should be taught to develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none">- Writing narratives about personal experiences and those of others (real and fictional)- Writing about real events- Writing poetry- Writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none">- Planning or saying out loud what they are going to write about | | | |
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| <p>- Writing down ideas and/or key words, including new vocabulary</p> <p>- Encapsulating what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <p>- Evaluating their writing with the teacher and other pupils</p> <p>- Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>- Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</p> <p>- Read aloud what they have written with appropriate intonation to make the meaning clear</p> <p><u>Maths</u></p> <p>Measurement</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels• compare and order lengths, mass, volume/capacity and record the results using >, < and =• recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value• find different combinations of coins that equal the same amounts of money | | | <p>The children are confident in referring to units of measure in practical situations and word problems.</p> |
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| <ul style="list-style-type: none">• solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change• compare and sequence intervals of time• tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times• know the number of minutes in an hour and the number of hours in a day <p>Geometry - properties of shapes</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line• identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces• identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]• compare and sort common 2-D and 3-D shapes and everyday objects <p>Geometry - position and direction</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">• order and arrange combinations of mathematical objects in patterns and sequences• use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). | | | <p>Children will be confident in referring to shapes in terms of their properties in order to decide what the shape is when presented with irregular versions.</p> |
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| <p>Statistics</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • interpret and construct simple pictograms, tally charts, block diagrams and tables • ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • ask-and-answer questions about totalling and comparing categorical data <p><u>Design Technology</u></p> <ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques. • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). | | | <p>Children will be able to interrogate data presented in pictograms etc.</p> <p>They will be able to abstract and represent a concept graphically</p> <p>They will be able to plan and follow through a design, changing it as necessary</p> <p>They will be able to design, make, repair and evaluate a model</p> |
| <p><u>Science</u></p> <p>Living things and their habitats.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Explore and compare the differences between things that are living, dead, and things that have never been alive - Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they | <p>Regular first-hand experience including use of scientific equipment.</p> | <p>Children are planning and evaluating scientific investigations.</p> <p>Children try out different ways to record their investigations.</p> | <p>Children can suggest their own ways to solve scientific questions.</p> <p>With help, they can begin to see some patterns and relationships in the results.</p> <p>Children use more of the scientific vocabulary</p> |

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| <p>depend on each other</p> <ul style="list-style-type: none">- Identify and name a variety of plants and animals in their habitats, including microhabitats- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p>Plants</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">- Observe and describe how seeds and bulbs grow into mature plants- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Uses of everyday materials</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p><u>P.E.</u></p> <ul style="list-style-type: none">• Play competitive games, modified where appropriate• Follow the rules of the game and play fairly.• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).• Pass to team mates at appropriate times. | | | accurately in their discussions on a scientific topic. |
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| <ul style="list-style-type: none">• Lead others and act as a respectful team member• Pass and receive with control and accuracy. | | | |
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